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IN THIS ISSUE: Alley Cat, page 367; Magic Power of School Music, page 369.

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Journal of EDUCATION

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A. E. WINSHIP and A. W. BELDING, EDITORS

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CONTENTS FOR APRIL 4, 1927

EDITORIALS:—
Winter Meeting in Boston 363
Visuola 363
Tufts College Good Fortune 364
Mrs. Frances E. Clark 364
"Alley Cat" 364
ELECTRIFYING MUSIC 365
By A. E. Winship
IT COULDN'T BE DONE (Poem) 365
By Edgar A. Guest
BELDING'S PAGE 366
ALLEY CAT 367
By Margaret Marnell
IN OUR DREAMS (Poem) 368
By Edgar A. Guest
MAGIC POWER OF SCHOOL MUSIC 369
By A. E. Winship
INFORMAL TEACHING AND THE EMOTIONAL LIFE 370
By Flora J. Cooke
MUSIC IN RURAL SCHOOLS 371
By Florence Hale
THROUGH THE HEALTH CURRICULUM 372
By Willard E. Givens
LIFE OF DEAN BRIGGS 372
By A. E. Winship
TEACHING USEFUL HABITS 374
By Crawford Greene
SUPPLEMENTARY READING 375
By Carter V. Good
PERSONAL AND PROFESSIONAL 376
CHARACTER CHATS 378
By Joseph B. Egan
Happy Things 378
Wonders at Home 378
Ants 379
The Marvels of Nature 380
The Sower of Seeds 380
LIVING (Poem) 380
By Fred Taggart Travis
EDUCATION IN ACTION 381
TREND OF THE TIMES 383
THE BOOK TABLE 384
GRINS BETWEEN GRINDS 385
JOURNAL MAIL BAG 386

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EDITORIALS

Winter Meeting in Boston

UNDER highly favorable conditions the Department of Superintendence will meet in Boston next February. No city can offer better hotel accommodation than will be found in this city, and the welcome will be genuinely hearty. Henry Ford has invested five million dollars in attractive industries, and Mr. Statler has demonstrated his faith in Boston by investing nineteen million dollars in the best hotel in the world. This is characteristic of the vision and virility of the Boston that will welcome the educators of the nations ten months hence.

Professionally Boston, Massachusetts, and New England were never in better form than they are now. This is especially true in the personality of the leadership. There is no ripple of discord professionally in any city or state in New England. There was never such unity of thought and action among the famous historic colleges and universities, or among the more than thirty educational institutions of higher learning in New England.

Never has any one of the New England States been as well equipped in professional state leadership as now.

Nowhere in the entire country is there less liability to friction within the profession than in New England. Nowhere is there less cause for suspicion of disturbance of the stability of state departments, of city superintendents, of presidencies of universities, or principalships of State Normal Schools.

Nowhere could there be a great national educational gathering under more favorable physical, educational or professional conditions than the Department of Superintendence will find in Boston next February.

Visuola

"MUSIC EDUCATION" will have a new significance hereafter due to the creation of "Visuola," which is a visual aid which scientifically indicates the keys to play and how to play them. Without the Visuola, the beginner must correlate six separate processes to play the simplest of pieces. The Visuola

co-ordinates, correlates, translates, reduces and simplifies the six processes into one concrete, easily understandable picture of the actual music, showing visually in phrase form as dictated by the teacher, just how it should be executed upon the keyboard.

In one operation the pupil is shown the position of the notes upon the keys and upon the staff, also counting, rhythm, fingering, phrasing and the interpretation of each note or group of notes.

The Visuola is the product of artistic and scientific craftsmanship and research. It has a background of pedagogical achievement born of practical application through seven years of research, during which time over eight thousand beginners have been successfully taught how to play and read fluently.

This new era in music education was publicly demonstrated in Aeolian Hall, 42nd street, New York, March 18. The results of the teaching were unbelievable if one did not see and hear the demonstration.

First demonstration: Bernadine, four years of age, after eight hours' instruction in which she learned to play ten pieces. This very little girl played, without any music, two of the ten selections from memory.

Second, Charles, fourteen years old, after only seven hours' instruction, in which he learned six selections, and he played three of these from memory brilliantly.

Third, Sophie, eleven years old, after four years' instruction—from eight to eleven—reads, plays Bach inventions, Haydn, Mozart, Beethoven sonatas, Moszkowski, Spanish dances, Perpetual Motion of Von Weber, etc.

But that which swept the vast audience of musicians was the demonstration by Mrs. John C. Bostelmann,Jr., who in ten minutes taught eleven-year-old Sophie, by the use of the Visuola, so that she went to a grand piano and played what she had learned in ten minutes. Every detail of the teaching was seen and heard by the entire audience.

Tufts College Good Fortune

TUFTS COLLEGE, Medford, Mass., comes into possession of two million dollars by the sale of 100,000 acres of timber in Florida. This was willed to the college three years ago by an alumnus, the late Austin B. Fletcher. This is the largest single gift the college has ever received, and will be one of the factors that will make the administration of President John A. Cousens famous.

Paul C. Stetson, superintendent, Dayton, Ohio, made a highly valuable report on the work of the visiting teachers, who are a preventive agency rather than curative agency. In 1926 there were but fifty-six cases needing attention reported as against 145 in 1925. The visiting teacher service has eliminated the need of one of the two assistant attendance officers.

Mrs. Frances E. Clark

RARELY does any one stand out without a rival in educational leadership as does Mrs. Frances E. Clark, who is universally recognized as the pioneer in the promotion of the use of the talking machine in school music, heroically providing orthophonic records with their electrifying expansion.

Mrs. Clark won the opportunity to render this matchless service by being a leader among supervisors of school music in Milwaukee. Today there are many city supervisors nationally famous, but Mrs. Clark is practically the one leader in the promotion of school music who has neither magnified any city or any system of school music books.

Any one who saw the esteem in which she was universally held at the supervisors' conference of the Southwest at Tulsa in early March will never fail to appreciate the professional service that Mrs. Clark has rendered. The Victrola and its successor, the Orthophonic, has done as much for school music as the radio has done for the spread of public information. Entirely aside from this special achievement she has been one of the really famous leaders in the development of school music.

"Alley Cat"

WE ARE using in this issue a sample of "live language" work produced recently by one of the New York University School of Education students who is taking a course in the teaching of English in the secondary schools. The thought Dr. Driggs had been trying to impress was that the best results in composition work are possible only when the teachers can give an inspiring leadership by producing readable compositions themselves.

The students of the class, nearly a hundred in number, were given an encouraging opportunity to show what they could do in original, creative work. Some theme of vital interest close to their own life experiences was to be chosen, and they were to try to catch and hold the attention of the class with what they produced.

"Alley Cat," in this issue, written by Margaret Marnell, was among the very best. It indicates something of what can be done when composition teaching is vitalized; and holds a pedagogical mirror up to teachers—ancient and ultra-modern.

Electrifying Music

By A. E. WINSHIP

IT IS UNIVERSALLY recognized that the talking machine made it possible for the first time to have any school enjoy the best instrumental music ever composed and hear the best soloists of today.

There were limitations, but they were not recognized as limitations because the attainments were so marvelous. Within a few months it has been made possible to reach musical heights and depths never suspected, and now that electricity is at command no notes are so high or so low that they cannot be compassed. A record can be made of an orchestra of two thousand instruments, and every tone of every instrument is as distinct to a trained ear as if heard in the presence of the players. No tone can escape the record, as every variety of instrument carries its part in the great rendering.

This has made a new musical world, so new that even the best record on the best instrument even a little while ago is as much out of date as an automobile license of 1926 was on New Year's day of 1927. One needs to spend a half day at Camden, New Jersey, and see what it means to replace the vast stock of records which were perfectly good a little while ago with new records which no one dreamed of as being possible.

Think of a plant, devoted to the making of music records, mostly for schools, with a tenth of a square mile of floor space.

Did you ever see a record made? It is done in thirty-seven seconds. The operator puts a small handful of heated chemical "dough" on the lower disc, brings down the upper disc, turns on the power—two thousand pounds to the square inch—releases the power and he has a perfect record, both sides as hard as flint. It was so simple that even I could put on the scientifically made "dough" and by turning on the power—two thousand pounds pressure to a square inch or something like a quarter of a million pounds responding to the turn of that lever—turn off the power in thirty-seven seconds, and take from the disc a perfect record with which to entertain friends in our Cambridge home. There were 675 machines turning off these record-creations to take the place of tons of records made in perfect good faith but just as useless now as though they had been intentionally fraudulent.

As I went from floor to floor and saw the new instruments for the use of the new records I did a lot of thinking. How slow we are, especially how slow the public is to supplant out-of-date subject methods, out-of-date theories, out-of-date information because it costs something to be up-to-date, costs a good deal to send perfectly good professional machinery to the junk heap, because a great business must maintain its reputation.

I was speaking enthusiastically of industrial education in a mechanical arts high school on one occasion, and in the audience was a manager of an engineering establishment, who came forward saying: "It will never work."

"Why not?"

"Because there are improvements all the time. I send to the junk heap perfectly good machines, sometimes almost new, because there has been an important improvement. The public will never stand for junking perfectly good machinery simply because there is something better." He gave some astonishing illustrations.

It is most heartening to be assured that in the matter of music there is a very general readiness to put in these new instruments and new records. I am inclined to think that in all matters the public is leaving the public schools, in materials and in methods, to those who know what should go to the junk shop.

It Couldn't Be Done

BY EDGAR A. GUEST

Somebody said that it couldn't be done,
  But he with a chuckle replied
That "maybe it couldn't," but he would be one
  Who wouldn't say so till he'd tried.
So he buckled right in with the trace of a grin
  On his face. If he worried, he hid it.
He started to sing as he tackled the thing
  That couldn't be done, and he did it.

Somebody scoffed: "Oh, you'll never do that;
  At least no one ever has done it";
But he took off his coat and he took off his hat,
  And the first thing we knew he'd begun it.
With a lift of his chin and a bit of a grin,
  Without any doubting or quiddit,
He started to sing as he tackled the thing
  That couldn't be done, and he did it.

There are thousands to tell you it cannot be done,
  There are thousands to prophesy failure;
There are thousands to point out to you one by one,
  The dangers that wait to assail you.
But just buckle in with a bit of a grin,
  Just take off your coat and go to it;
Just start to sing as you tackle the thing
  That "cannot be done," and you'll do it.

—Margaret Haley's Bulletin.

Belding's Page

SHELTER NOT THE SCHOOL

ELEGANT walls do not make a home. Neither do handsome school edifices make a school—not even if they are complete in every detail of structure and equipment.

Beautiful, well-furnished buildings are a help, undoubtedly. But they do not take one single ounce of responsibility off the shoulders of teachers. Perhaps they add to that responsibility. Poor teaching in a fine up-to-date building is manifestly a misfit. The public somehow expects more of its teachers when they have been given the best environment to work in and the most approved tools to work with. And the public is right. It should insist that its investment in educational plant be matched by the instruction therein given. Surely there is no desire upon the part of the taxpayers to erect costly mansions for the luxury and enjoyment of teachers who do not measure up.

If the improved surroundings render the task of training youth simpler and easier, then the students should receive the benefit in the increased efficiency of teachers.

A lot of first-rate education goes on still in old, dim, under-equipped schoolhouses. Such structures are not to be recommended. They do no credit to a community that can afford something better. But to the men and women who teach in these old buildings, the very handicap is often a challenge—and there is no sure evidence that this challenge is not more productive of excellent teaching than are the modern, impressive schoolhouses with their tendency to relaxation.

Inadequate buildings must give place to better ones. No one in his senses would wish to stand in the way of this. But the greatest need always was and always will be for inspired and inspiring teachers. Any assumption that a splendid outward shell of brick or stone will make the quality of instruction less important than before, is false and mistaken.

STUDENT RIOTING

IS THE public right in its feeling that college boys should behave well enough to keep out of the hands of the police?

There is, in most college towns, a great deal of tolerance toward the boyish pranks of undergraduates. Only when these betray a disposition upon the parts of the youth to trespass upon the toes of private citizens or to practice acts of barbarous excess as between groups within the college, does protest arise.

An epidemic of student rioting seems to be going the rounds of numerous institutions during the present school year. In some instances the police have been indiscreet in their handling of frolicsome students and have made matters worse. But in more cases the students have had only themselves to blame.

Rushes between freshmen and sophomores are the most common occasions for scenes of mob manners and ill-restrained violence. Underclassmen can be curbed by upperclassmen and faculties, as the experience of many a college demonstrates. If class battles cannot be confined to harmless fun, they can be abolished, and will have to be.

A SENATOR TAKES UP SPANISH

IMPETUS will perhaps be given to the study of Spanish by the fact that Senator Borah is commencing to learn it. The immediate reason for his resolution is, of course, his desire to draw closer to the facts regarding Nicaragua and Mexico. As chairman of the Senate committee on foreign relations Mr. Borah encounters difficulties due to his inability to read, let alone speak, the Spanish language.

Like most of our American statesmen, Mr. Borah is a master of but one language, that of his native land.

Americans are a one-language people. This is unfortunate.

In spite of the millions of dollars that have been poured out in modern language instruction in this country, a very small percentage of Americans can either converse in or understand any tongue but their own.

Considerable study of Spanish is going on among young people planning to enter commercial vocations. Trade with Latin America is of growing volume and importance. A knowledge of Spanish is deemed an aid to foreign merchandising, and is, in fact, almost indispensable.

If more Americans who have no direct interest in trade with the neighboring republics were to learn Spanish, they would broaden their horizons—besides paying compliment to those southern neighbors who so often think of the United States as interested only in itself and its own rights, its own prosperity.

The more Spanish the people of this country learn the better they will understand and be understood by Latin Americans.

Anson W. Belding

Associate Editor.

Alley Cat

By MARGARET MARNELL

SHE had been christened Albina. Strangely, because everything about her, from her hair to her outlook on life (though that was, of course, not discernible at her baptism) shrieked a contradiction to the name; yet not strangely, for when had Grand street—dirty, poverty-stricken Grand street, intent on its losing battle for the necessities of life—leisure to notice trifling incongruities in nomenclature? And on Grand street Albina first opened her sad young eyes.

"Al," she became in the course of time; then "Allie." It was in the third grade of the public school that she received her final title. Some embryonic members of the Ku Klux Klan had been indulging in the agreeable pastime of "wop-baiting," and Albina had turned on them like a small tigress. With the fiendish ingenuity of the small boy, they had hit upon the term Alley-cat, and had followed her home, chanting it at the top of their lungs.

The name was an unhappy inspiration. A certain feline grace about her lean, shabby little body, a hunted look in her big amber eyes—"cat's-eyes," they called them—made it grotesquely appropriate and insured its adherence throughout her school career. Teachers heard it, laughed over it, even adopted it among themselves. Albina dated her passionate hostility toward the whole teaching profession from that black day when Miss Adams began her explanation of an arithmetic problem with: "Now, Alley-cat"—Miss Adams could have bitten her tongue when the class, after an instant of amazed silence, burst into Gargantuan laughter; but she sensed nothing of the hell blazing under little Albina's tight-lipped quietness.

She went from grammar school to high school, accompanied by her detested nickname. Each year she grew a little more solitary, more reserved, more sullenly indifferent to her teachers. Somewhere along the line she had picked up a passionate love of history, and she read every historical novel that she could get her hands on. Perhaps this going to men and women of other times for companionship was a sublimation of the gregarious instincts that found no expression in her daily life. Whatever the cause, in history she found her greatest joy; and queerly enough, the object of her greatest hatred was the history teacher.

Mr. Siddon considered history a succession of battles and dates, dates and battles. Albina regarded him as a Philistine who was purposely taking the joy out of the only interesting subject in the curriculum. Toward other teachers she was stolidly indifferent; toward Mr. Siddon, openly hostile. So she felt a fierce personal triumph when, in February of her junior year, a new history teacher was announced.

However, if she sped the parting instructor with a silent malediction, she did not share the expectancy of the rest of the class on the morning the new teacher arrived. In the first place, she found teachers, as a class, intensely uninteresting. They fell into two groups according to Albina's experience; fashionable fools and dowdy know-it-alls. . . . In the second place, she had something else on her mind.

Tony Rizzio had joined her this morning, as she strolled unenthusiastically toward school—Tony, the acknowledged leader of the Grand street gang! Almost without prelude, he had asked her to attend a dance with him. It was to be held at (and here Tony watched furtively to see Albina's reaction to the name) the Palazzo dance hall. He was going out of town—wouldn't see her for the next two weeks; that was why he had asked her so early. Would she go? Albina's first impulse was to give him a direct negative. She finally told him that she'd think it over and tell him on his return.

She had no delusions about the Palazzo. Its mere mention at home would produce a domestic tempest; outbursts of staccato Italian as her mother's contribution, with an obbligato of paternal thunder to supplement them. . . . She felt no desire to go. On the other hand, why not? Perhaps there she might find the companionship her lonely young soul craved. And who would care? Her parents might storm, but——

The door opened, just then, and a tall, slim, black-clad girl came briskly into the room. After one comprehensive glance that swept her from marceled red hair to small black slippers, Albina mentally set her in the fashionable fool classification, and returned to her meditations. Some time later she awoke to the fact that the new teacher was asking the class for their definitions of history. There was the usual initial lack of response, then a few hands went up. The first crude statements left Albina cold, but when someone declared that history is the study of dates, she sat up straight, her sullen, tawny eyes flashing angry negation. The

movement did not escape the quick green glance of the new teacher.

"You have something to say to that?" she smiled.

The girl was surprised out of her usual inarticulate stolidity.

"History isn't the study of dates," she announced flatly. "Dates are just—just pegs to hang the stories on——" Her voice trailed off and she sank back into her seat, ashamed of the outburst. Why had she let herself be betrayed into it, she wondered bitterly; hadn't she learned yet that she was just—Alley-cat? She looked for some sign of amusement in the teacher's face.

Miraculously, there was none. Instead the tall young woman was rewarding her with a friendly little nod.

"That's my idea, almost exactly. History isn't just a mass of dates. It's . . ."

She told them what it is. Standing there, with the sun streaking her red hair with gold, she showed them the color and light and beauty that Albina had found long ago. She swept them into an appreciation of history as development, continuity. For once, the end of the period came before the class looked for it.

As Albina left the school that afternoon, she met her new instructor. Miss Minturn—her name had become public by now—stopped.

"You're the girl who doesn't like dates, aren't you?" she asked.

A tide of red surged over the girl's olive cheeks. Her heart began to thud. For the first time in her life, Alley-cat had found a friend.

. . . . . .

Two weeks passed.

History class had become forty-five minutes of unalloyed bliss, and, by a sort of spiritual osmosis, some of the joy had filtered into other subjects for Albina. Her attitude toward all her teachers became subtly different, less inimical; school became bearable. And she loved Lois Minturn with a passion approaching idolatry.

At dismissal on Friday Albina remembered her brother's message—that Tony Rizzio would be waiting for her after school. Tony Rizzio! She remembered her dalliance with the temptation. Tony must look elsewhere for a Charleston partner.

She had just reached the locker room, when she discovered the loss of her "Idylls of the King," and started up stairs again. The English classroom was deserted; she could hear Miss Crawford's voice in the history room next door. . . . Yes, there was the book. She picked it up and had started out, when the laugh she loved best in the world halted her.

"Alley-cat! How appropriate!"

It was her idol's voice, and yet not her voice. Albina had never heard those cold, mocking tones before. She stood, frozen into immobility, the book clutched to her breast.

"Why, Lois! I thought you liked her!"

Again that laugh.

"My dear, does one like an experiment? Her case was an interesting bit of psychology, but it's beginning to get boring. She follows me about like an—alley-cat!"

The alley-cat knelt on her bench. She felt oddly numb. The voices went on, but they seemed remote; they didn't matter—nothing mattered. She noticed dully the yellow patch of sunlight on the drab boards, the scraps of paper, the dust. . . .

It might have been moments or hours later, when she left the room and the building. Tony Rizzio was standing at the gate.

"Well?" he asked.

"I'll go," said the Alley-cat.

In Our Dreams

BY EDGAR A. GUEST

In our days of enchantment we dreamed
  Of the conquests some time we'd achieve;
The pathway to glory then seemed
  Too simple almost to believe.
We knew that great numbers had failed,
  For we'd seen them go drifting along;
But we thought in our youth, when assailed,
  That we should be noble and strong.
So easy life seemed to us then;
  We had but to be brave and be true,
And the world should receive us as men
  And cheer us and honor us, too.
Then never a danger we'd meet
  We fancied should frighten us back;
We should never acknowledge defeat
  Though an army of foes might attack.
We should stand on the side of the right
  Forever defending the weak,
And wherever life asked us to fight
  No selfish advantage we'd seek;
We saw ourselves leading the way,
  Putting tempters and bribers to shame;
In the dreams of that far yesterday
  Life's joys seemed so easy to claim.
But care does not show in our dreams,
  And the heart never chills with despair;
Youth sees but the hill top that gleams
  And not the discouragements there;
In our days of enchantment we think
  That the fates shall not deal us one blow
'Neath which we shall falter or sink,
  And 'tis well for us all this is so.

—Post-Standard, Syracuse.

Magic Power of School Music

By A. E. WINSHIP

FROM six to sixteen years children and youth need an atmosphere for learning and living as much, to say the least, as they need facts and processes.

In midwinter, 1925, New York City had three heavy snow storms in quick succession, and there was no attempt made to keep any but the much-used side streets clear so that when the storms ceased the ice was packed so hard that it had to be cleaned up with pick-axes by day laborers, requiring three weeks and costing $3,500,000. If New York could have had the atmosphere we had a little later in Louisiana the ice would have disappeared in a few hours at slight cost. There is a magic power in the atmosphere in learning and living that is as vital a factor in school as a psychological pick-axe.

In Revere, Massachusetts, is the only public school in America that is named for Louis Pasteur. When we visited that school for the first time we said to the superintendent of schools: "It must have been named by a physician."

He replied: "It was named by a letter carrier who is chairman of the School Board."

Later this letter carrier told us that when he was a school boy in Bangor, Maine, a local physician gave a lecture to the school on Pasteur, and he was so fascinated by it that he planned then to get on a school board some time and name a school for this hero. He was fifty years old when he did it, but he did it. The atmosphere of that local physician's talk about Pasteur stayed by him for many years and influenced his reading, his thinking and ultimately his action.

Music is the one school subject that can naturally and easily provide an atmosphere for learning and living, and when one needs music he needs it more than he needs the list of irregular verbs. When passing a country graveyard on a moonless night if one hears something moving in the bushes he does not recite the mutiplication table but he will try to whistle if he never did before. "Whistle to keep one's courage up" is a time-honored phrase.

A well-known book agent tells of a scheme of his associates to discomfort him by having a clergyman ask him to return thanks at a public dinner, but he promptly replied: "I only pray when I am scared." Music has a mission all its own, creates an atmosphere that can be created in no other way.

Nothing is associated with Heaven except music or beauty and glory of some kind. There is nowhere a suggestion of tests and measurements for an intelligent quotient in relation to one's fitness for Heaven. There are hours in one's learning and living when there is need of an atmosphere that lifts one emotionally. Life has a superabundance of problems, but socially and civically there is need of mental rest as there is physical rest, and music seems to be emotionally what sleep is physically.

There are three requirements of Heaven here and hereafter. Rhythm, melody and harmony, and the only thing in the curriculum that magnifies these three is music, not mere incidental singing, much less mere drill on the scale.

Fifty years ago H. E. Holt captured conventions by using his left hand as a staff, indicating the notes by the right hand. A one-armed music teacher applied for a supervisor's position and was asked if he used the Holt system. He said: "Yes, as well as I can with one arm."

When we see a curriculum created by pick-axe professionalism we know that there will be two and a half hours for traditional subjects, an hour and a half for propagandist subjects, and a quarter of an hour for learning music.

Fortunately there are wonderful demonstrations of the magic power of school music. There is an atmosphere in school music that produces music supervisors in practically every city in the United States who stand infinitely higher, professionally, than supervisors of traditional subjects, than of propagandist subjects, even.

We have seen thousands of school boys and girls taught by several different assistant music supervisors brought together in a vast group out-of-doors with the city supervisor, who had never taught any of them directly, and with no rehearsal, produce an effect that was magical.

At the Dallas meeting of the Department of Superintendence there was a demonstration never dreamed of before. Two hundred and sixty-eight boys and girls from thirty-nine different states with fifes and drums, with trumpets and various other wind instruments, with string instruments and reed instruments, with a choir master in early teens, from San Francisco, directing two hundred and sixty-eight instruments from one hundred and fifty different schools played brilliantly as though they had played together for years, although no ten of these boys and girls had ever played together before and had had no real rehearsal.

The basis of all music is rhythm, and every one can have rhythm in his soul, on his tongue

and in his feet. No one is born so devoid of rhythm that he cannot attain it so that it will be a life possession. A young man who had never felt rhythm from ears to toes was in the army for a few months with the drill master ever after him, and for sixty years afterwards that man was never out of step with any one, would not walk with anyone whose pace was so erratic that no one could keep step with him. There are city schools that have all children six years old masters of rhythm.

Not every one can thrill an audience with melody, but there was never an audience that could not be thrilled by melody, never any one who can be in an audience at a critical hour and not catch the thrill of melody. Appreciation of melody is as possible as perfect rhythm.

Harmony is indispensable in music, but the world has produced few masters in the creation of harmony. There has been but one Beethoven who is thrilling a million more people today than in any day when he was alive, only one Mozart, only one Bach, Haydn, von Weber, but millions enjoy the harmony of these few masters of harmony.

The foundation of civilization is having every one yielding to the necessity of keeping step socially and civically, industrially and commercially. There is no high attainment in civilization that does not get the thrill of enjoyment through melody that stirs every fibre of achievement in the triumph of musical achievement.

It is a hundred years since Beethoven ceased to create masterpieces, but it is less than a decade since it was possible for a million auditoriums, concert halls, and schools and homes to have the perfection of every tone of every masterpiece created through harmony by the few master geniuses of the world.

There is a magic power in school music that the professional pick-axer does not discover. This has been demonstrated over and over again, but the most wonderful demonstration that I have known is at the Porter Rural School five miles from Kirksville, Missouri, in which Mrs. Marie Turner Harvey in twelve years demonstrated the greatest rhythmic personality in one hundred per cent. of the children, the highest social and civic melody, and the creation of the noblest community harmony through a rural school that has never had forty children at any time in the twelve years.

Informal Teaching and the Emotional Life

By FLORA J. COOKE
Francis Parker School, Chicago

AS ADMINISTRATOR during the past twenty-five years, in a pioneer school of the freer type, including children from the kindergarten through high school, I should be prepared by experience to give some specific data upon the effect of informal teaching upon children. I take it that by "emotional life" those who assigned us this topic meant the all embracing "urges" and the "will to do" which impels mankind, big or little, to physical, intellectual, aesthetic and spiritual activity.

The administrator who would have his teachers undertake this difficult but satisfying type of work must do more than observe and watch and pray. He must provide for their inspiration and encouragement, by opportunities for contact with educators who believe in such work and with other schools of freer types, and he must actively help his teachers to produce an environment in which creative work can thrive and prosper.

I believe the Francis Parker School, from the standpoint of its long experience, its attention to the selection of creative teachers, and the providing of a stimulating environment, is ready to speak a word of encouragement for those who would attempt the "informal" type of teaching. In spite of its mistakes and in spite of the social and emotional upheaval caused by the war, the school has been able to send its graduates into practically all colleges in the country. It is now accredited with all colleges which accredit. More important than this, it has been able to keep throughout the high school course a minimum, yet comparatively generous amount of the so-called extra-curricular activities for all the pupils.

The joy of a creative life and the achievement of noble purposes is the law of happiness and of a stable emotional life. There must be a balance of intake and outgo, for—the explanation of human life is that it gives, and just in proportion to the value of that which it gives, it receives and grows.

"Specialization in the classics has about succeeded in sealing the tomb of one of the richest sources, if not indeed the richest source, of intellectual and aesthetic stimulation and discipline."
—Glenn Frank.

Music in Rural Schools

By FLORENCE HALE

State Director Rural Education, State Department Education, Augusta, Maine

THERE is no subject in the rural curriculum that is more important than music, but there is no subject more neglected or more poorly taught—unless it be the study of art. The more isolated the school, the greater the need for these cultural subjects because the school under such circumstances must largely supply the rural child with all he ever gets along these lines. In these days of radio, moving pictures with their jazz accompaniments—particularly in the smaller halls—there is greater need than ever of teaching the child to choose and appreciate good music. Moreover, there has never been a time when such aids as the radio and the victrola have made it so possible for even the untrained teacher to give her pupils the vision of what good music really is and to teach them how to understand the masterpieces.

The work done by Professor Charles Fullerton, Cedar Falls, Iowa, and the courses of study worked out under the supervision of Mrs. Frances Clark, Camden, N.J., are especially good examples of what may be done to help along music appreciation and the practical study of music in the rural schools. There is a great opportunity in this field of music for music specialists to help the rural school teachers. Whoever can best work out a truly practical music course for these schools has a chance to render "distinguished service" to country life, and perhaps to win considerable distinction personally. However, no person can do this who does not know by experience, step by step, the actual rural school program and the methods of teaching, in general, in country schools. I would suggest that here is a wonderful opportunity for two or more people to collaborate in preparing a rural course of study in music and a series of rural music textbooks. Part of such a group should consist of music specialists and the other part should be comprised of people who are experts in the field of rural education, especially in rural curriculum

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For Bulletin Address L. A. Pechstein, Director University of Cincinnati, Cincinnati, Ohio

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making. A superior rural school teacher, or a group of teachers who are actually engaged in teaching rural schools would be excellent advisers. Until such a detailed course of procedure can be worked out more fully I am using in my own work the books and suggestions of Professor Fullerton and the material sent out by Mrs. Clark, providing for the valuable assistance of the victrola in music appreciation and in grading courses of study.

Through the Health Curriculum

By WILLARD E. GIVENS
Superintendent of Schools, San Diego, California

MORE than 75 per cent. of the 26,000,000 school children in the United States have physical defects which are actually or potentially detrimental to their health and efficiency. Fourteen million of our school children have defective teeth, and we are just beginning to realize the far-reaching consequences of defective teeth. Five million of our children have defective eyesight; four million have glandular defects, including adenoids and tonsils; four million are handicapped by malnutrition; three million have joint defects; one million have defective hearing; one million are cursed with tuberculosis; two hundred and fifty thousand have organic heart disorders and two hundred thousand are defective mentally.

This astonishing situation is unknown to a large part of the American people, and the significance of it is not fully realized by a majority of our own public school people.

The remedy for this unpardonable situation is the incorporation of a sane and adequate program of health education as a vital part of our education, from kindergarten through the university.

I believe that the objectives to be realized in the junior high school health education program are:—

(1) To give to all the students sane and adequate health information.
(2) To give further training in establishing proper health habits.
(3) To establish a well-rounded physical education program, which affects the children: physically, through corrective exercises for posture and carriage and through general health building program; mentally, through definite training in alertness, obedience and self-control; morally, through specific training in fair play and good sportsmanship, and socially through deliberate training in the fine art of working, playing and co-operating harmoniously with each other.
(4) To co-operate with home, community, state and nation in safeguarding and promoting health.

Every classroom teacher must be trained in the fundamentals of healthful living and must understand the real meaning of vital statistics, of health regulations, of sanitary requirements, and of health as the basis of character development.

We, as educators, do not appreciate the full significance of one hundred per cent. vigor and vitality. We are living in an efficient age and present-day competition demands forcefulness, speed, and endurance, all of which are based on physical vigor and vitality.

Our girls and boys will be seriously handicapped in the race of life unless they leave our school with vigorous, healthy bodies.

Life of Dean Briggs

By A. E. WINSHIP

ROLLO W. BROWN'S "Dean Briggs," Harper and Brothers, is one of the few educational classics of recent times. It is the nearest approach to the prize-winning autobiography of Michael Pupin. It is impossible to describe the characteristics of Rollo W. Brown's portrayal of human nature as he has done it; first, in his reference to the mother of Dean Briggs, Lucia Jane Russell, through whom Mr. Brown gives one of the best views of Ralph Waldo Emerson that any one has ever painted in words. A brother of the mother of Dean Briggs was "best man" when Emerson was married. A letter from Emerson to the mother of Dean Briggs written when she was thirteen is one of the most charming things that Emerson ever wrote. It is a letter of four hundred words, not one of which fails to be as fascinating today as it was in 1835, when a man of thirty-two was writing to a girl of thirteen. Here are a few of the four hundred words: "I hope that every sun that shines, every star that rises, every wind that blows upon you will only bring you better thoughts and sweeter

music. Have you found out that Nature is always talking to you, especially when you are alone, though she has not the gift of articulate speech? Have you found out what the withered leaves which shiver and chatter in the cold March winds are saying to you? The wind is the poet of the world, and sometimes he sings very pretty summer ballads, and sometimes very terrible odes and dirges. . . . Write me of your new studies, the drawing and the music and the dancing—and fail not to write to your friend, R. Waldo Emerson."

Without such revelations of the mother of Dean Briggs at thirteen one could never appreciate why Le Baron Briggs is the man of whom Rollo Walter Brown has written as no one has written of any man in recent times. All through the "Life of Dean Briggs" Mr. Brown has revealed many priceless features of other fascinating personalities.

Nowhere does the writer trip or slip; there is never a thought that is not high and noble, never a misplaced word. It is a classic from first to last, but the real culmination is in the chapter on "A Friend in the Dean's Office."

A paragraph from President Eliot is a sample of the way the author discovers wonderful things in the various settings of Dean Briggs' life. President Eliot later said that many thought that his appointment of Dean Briggs was hazardous. He said: "But it was not hazardous. My information about him was more complete than any one supposed. I had known his father and his mother; and I was sure his inheritance was sound. I had seen the man himself develop in a few years from a modest tutor to one of the able teachers of the University. I had discovered that he possessed a high honesty, a readiness to give himself to others, and a certain charming kindliness of character which made men at ease in his presence, and encouraged them to be confidential with him. Of course, there was also a personal ground: I liked the man, and I was ready to believe that the feeling was not all on one side. I feel sure, however, that my chief reason for appointing him was this: I had discovered that students were going to him for counsel on every kind of problem, and I thought they might keep on going to him, even if he was Dean."

Some of the most charming paragraphs in the book are those which are most human. "He would have every student write well," the author declares; that fact should be taken for granted. But to him the dangers of blanket legislation were so hideous that he courageously made his feeling a matter of official record—with becoming tact, but with unquestioned clarity. Said the Dean: "In the attempt to make boys think clearly and write well, scarcely any pressure can be too strong; yet every experienced man knows that many youths who do not write correctly and idiomatically deserve admission to college, retention in college, and graduation from college. Every experienced man knows also that no one always writes correctly and idiomatically; that no one knows precisely what correct and idiomatic English is; that style, so far as it is not instructive, is the result of long and delicate training in the sensitive recognition of fitness, and that it is a fine art which many intellectual men will never achieve.

"Until the written and spoken English of college officials throughout the country is better than it is now, the English used by many worthy boys in an examination will never be 'correct, coherent, and idiomatic' in any strict sense of these words."

To the end of the long official career of Dean Briggs no dream of a high standardized accuracy, no glowing educational will-o'-the-wisp lured him away from the business of looking out for individuals. He once quoted William Everett's remark that it is the business of the dean to break rules, and that any clerk can keep them.

"Dean Briggs had learned," says Mr. Brown in concluding the chapter, "without any touch of soft sentimentalism, not only that an individual, after all, is the most precious thing in the world, but that it is only by treating men

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with a high respect for their individual sensitiveness that they can be moved to the enthusiastic activity, the ennobled self-regard, and the willing self-discipline without which all educational effort is futile bother."

We cannot close the notice of Rollo Walter Brown's life story of Dean Briggs without saying that he is not only an inspiring writer on the life of one of the most beloved men in univer[illegible] service, but the doer of many other things. Last year he published a volume on "The Creative Spirit," that has had a wide and most favorable reception. He lives in Cambridge, Massachusetts, but busies himself all over the country with boys and girls who have inventive minds. He is one of the most charming personalities to be had on any program from commencement exercises to meetings that call for a right and inspiring treatment of important public questions.

Teaching Useful Habits

By CRAWFORD GREENE

Principal, El Dorado, Arkansas, High School

"WHAT knowledge is of most worth?" Thus boldly asks Herbert Spencer in his essay on education, throwing down the gauntlet to the conservatives. After discussing various aims of education he answers the question by declaring that education should be a practical preparation for life. "How to live?—that is the essential question for us."

If the aim of education is to teach how to live, that knowledge which teaches best how to live would be of the most worth. Hence, it is up to the teacher to produce this in his teaching.

It has been said that the two primary functions of colleges are: the accumulation of facts and formation of habits. These two functions, amplified by others, are applicable to high school, particularly the latter.

It is a physiological fact that the human being must form habits. It is not within his power to say whether he will form habits or not; for, once started, habits go on forming themselves by day and by night, steadily and relentlessly. Hence, habit is one of the greatest factors to be reckoned with in life. It is not a question as to "Shall we form habits?" but "What habits shall we form?" The power of determining this question lies largely in the power of each individual, for habits do not just happen nor do they come already made. They are made from day to day through the acts performed. Insofar as one can control his acts, so far can be determine his habits.

The problem of the teacher is to acquaint the pupil with the facts regarding habit formation and to do his part in helping and directing the pupil to form habits that will be helpful to them after the close of their school days and to inhibit those habits that will prove detrimental to the pupil.

"Could the young but realize how soon they will become mere walking bundles of habits, they would give more heed to their conduct while in the plastic state," says James. "We are spinning our own fates, good or evil, and never to be undone. Every smallest stroke of virtue or of vice leaves its never-so-little scar."

Any youth who is forming a large number of useful habits is receiving no mean education, no matter if his knowledge of books is limited; on the other hand, no one who is forming a large number of bad habits is being well educated, no matter how extensive his knowledge may become.

Since the human body is most plastic in childhood and the child at that time is for the greater part of the time in the hands of the teacher, the teachers should study the formation of the habits of the child very carefully. Of course, with the teacher it is a hard matter to give individual instruction and care as regards the formation of habits. But ideals in the matter of habits may be stressed and bad habits inhibited. Considerable effort should be made to detect the creation of bad habits and steps taken to destroy these habits.

The child should be taught the value of good habits, of the development of skill and efficiency through habits serving as a stepping stone to higher processes through their serving to accomplish commonplace things automatically.

While the teacher cannot start the formation of those particular habits that may be most needed by the pupil in his later life, he can build the foundation of a worth-while habit forming being by teaching the formation of good habits in school and inhibiting bad habits.

Supplementary Reading

By CARTER V. GOOD
Miami University, Oxford, Ohio

THERE is a wide variation in the amount of supplementary reading assigned by college and high school instructors. Some instructors require a very small amount of reading beyond the basic text or texts of the course but expect a rather complete mastery of the details of the material read. Other instructors require the reading of ten or twelve volumes during a quarter (three months) and in some instances set up definite minimum reading requirements totaling as much as twenty-five hundred pages.

In order to determine the comparative success of textbook reading alone versus textbook reading plus supplementary reading, an experiment was conducted at the University of Chicago during the school year 1924-25. In several instances two groups of equal intelligence were chosen in the College of Education. One group read only the textbook on given topics, while the equivalent or parallel group did rather extensive reading in addition to the textbook material. The reading was measured by means of tests which involved range and accuracy of information, problem-solving ability, reproduction of ideas, and permanency of retention.

The results of the information and problem tests indicate that both textbook and supplementary reading material may be used to advantage. The groups doing extensive or supplementary reading were superior in terms of total performance on the tests, but each group secured an individual value from its particular reading assignment. The groups doing supplementary reading secured a considerable "range" of information from their relatively extensive assignment, but were compelled to surrender an appreciable degree of mastery of the textbook material.

The results secured in this investigation indicate the desirability of a considerable range of supplementary reading materials in undergraduate education courses. It is entirely possible that the same conclusions may be applied to other courses in which the subject matter and method are of a type similar to that employed in education.

Men students of George Washington University are finding a new avocation. In response to appeals from the Juvenile Protective Association of Washington, they are acting as "Big Brothers" to young boys placed under their care. The work is carried on under the direction of Professor Henry Grattan Doyle, men's adviser.

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Personal and Professional

WILLIAM F. EWING, who succeeds Mr. Given as assistant superintendent of Oakland, has made a state-wide reputation as principal of the Pasadena High School and Junior College. Superintendent John Franklin West has been eminently skilful in the building up of a faculty of exceptionally strong members. No higher tribute could have been paid to Dr. West's leadership than to have Fred M. Hunter, superintendent of Oakland, who could have had his pick of the best administrative talent of the state, and who is an expert of experts in the estimate of men, choose Mr. Ewing as his assistant. The choice of Mr. Ewing is universally appreciated by the profession of the state.

—

JOHN WESLEY HARBESON, elected to succeed William F. Ewing as principal of the Pasadena High School and Junior College, is a choice that meets universal approval, for he has demonstrated all-round efficiency. He is a Kansan, has had academic work in Chicago University and Columbia University. He went to Pasadena as teacher of social science in the High School, was promoted to directorship of child welfare work in the city, and has been dean of the first Junior High School from its organization. His promotion to the High School principalship was natural. His salary as High School principal will be $5,500, highly creditable for a city of 50,000 population.

—

MISS WIL LOU GRAY, superintendent of adult education in South Carolina, is appropriately called the Joan of Arc of the Palmetto State in its war on illiteracy. Under her leadership South Carolina, once near the top of the illiteracy list, now leads the union in reduction. Miss Gray's specialty is training the adult population in the rudiments of education. Her ambition is that there shall not be a grown person in South Carolina unable to read and write. Her work is recognized in every state in the union and in foreign countries.

—

CLAY D. SLICKER, assistant superintendent, Des Moines, has been on the teaching staff of Des Moines for forty years. For twenty-five years he was principal of the first high school in the city, and for fifteen years he has been the supervisor, director, manager of all phases of vocational work. His major is the commercial department, in which he has attained a national reputation. He is on the professional staff of the Summer School of the State University of Michigan every year, and no university has a better leader in that department than Professor Slicker. Among other achievements he has created and patented "The Slicker Desk," a notable creation for all commercial work.

—

ANNIE WEBB BLANTON, long state superintendent of Texas, has been provided with a generous scholarship by one of the great Foundations, enabling her to study at Cornell University a full year, 1926-7, and the summer sessions of 1926 and 1927. As state superintendent Miss Blanton was one of the most constructive of state leaders and in her student life at Cornell she maintains the record made in administration.

—

MATHER ALMO ABBOTT, who resigns as headmaster of Lawrenceville School for Boys, New Jersey, went from Yale to Lawrenceville, one of the most famous preparatory schools for boys in the country, in 1919. He was in Groton Academy, Massachusetts, from 1897 to 1916. He has few equals in leadership of boys in preparatory schools.

—

MARI RUEF HOFER, author of "Festival and Civic Plays," has been a brilliant champion of the best classic setting for children for several years. Her devotion to the kindergarten has been professionally recognized. In one of her latest bits of writing Miss Hofer refers to her recent study of literature for children, and says:—

"I have been interested in a recurrent interest in the classic stories. I should make them more historical than even imaginative. We have too much young schoolma'am stuff. We need more of the old schoolmaster stuff. What with hair-splitting psychology, and all this overwrought and sentimental interpretation—producing youth suicide. This over-dessicated stuff leaves the mind nothing to chew on and grow on. We are losing our mental as well as our moral integrity."

Here is one of Miss Hofer's keenest thrusts: "The only thing that warrants putting a nursery child through tests is the hope that we may find the derelict parent skulking somewhere in the rear."

There is need of some heroic soul like Miss Hofer to get into the thick of the fray, making it necessary for the extremists to give a reason for their belief that the latest newness is wholesome.

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Character Chats

By JOSEPH B. EGAN, A. M.

Happy Things

"THE silver bow of the new moon beckons," cried the Fairy Queen of April land. "Tomorrow the dance of the merry crocuses will begin out under the old apple tree." "Shall we dance, too?" cried all the fairies of April land. "You know the ancient test," said the Queen. "We shall see! We shall see! Remember the moon beckons us with its slim silver finger. Meet me under the old apple tree in the corner of the meadow when the day dawns."

The old apple tree was a hundred years old. A little girl had planted it, and then gone away. She had grown to be a woman who thought lovely things and became the mother of lovely children. As though in memory of her a crocus had come for each lovely thing she brought into the world, and took a place beneath the spreading limbs of the old tree. At the end of a hundred years the earth, in April, was rich with the blossoms beneath the violet boughs, and when the breeze blew, white ones and violet ones and gold ones lifted happy little petal arms and danced merrily all day long. "See!" cried the Fairy Queen. "The dance of the crocuses has begun." "May we all dance?" cried the other fairies. "You know the ancient test," said the Queen. "Dress yourself in the lovely crocus fashion. Use only the finest materials, I caution you; silks of happy thinking spangled with round golden words; veils of happy laughter all sprinkled with the merriest eye-twinkles; gossamer webs of happy wishes all dusted over with twinkling blue stars; shoes, oh, be careful of your shoes. Use only those which have carried you into worthy places." The fairies vanished and reappeared at once dressed in all the lovely things commanded by the Queen. "All are here," said the Queen, "except two. Bring them before me." At her word the two were brought, one with black wings and one with purple. "Where are your robes?" asked the Queen. "We have spun none," said the two. "Woe, indeed," cried the Queen. "You have no happy things?" The two shook their heads. "You have done no happy laughing?" Again the two shook their heads. "And you have no worthy shoes?" The two shook their heads once more. "You cannot dance, then," said the Queen. "You must stand on the outside of the magic ring with the sombre hood of the skunk cabbage pulled down over your eyes."

From dawn until night the happy fairies joined hands with the crocuses and danced away the hours in April land, but the two unhappy fairies saw none of it because of the ill-smelling hoods that they wore.

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Wonders at Home

A STRONG young man once sat on a log at the edge of a deep woods. His face was buried in his hands and he was thinking bitterly of the hardness of his lot. "Here I am," he said aloud, "twenty years of age. I have been through high school and part way through college. If I only had the chance to go to Europe and study under some of the great professors I would, without doubt, become a very learned man. Too bad there are not greater chances for young men like me here in America."

Close to the young man's foot was a little clump of violets. Not one of them raised a blue eye to look at him, but they all smiled and shook their heads. "Isn't he foolish?" said one. "Why doesn't he go to school to us? We could teach him a thing or two right here in this country." "Yes, indeed," said another, "if he knew the secret that we know and could make out of black earth and water the beautiful blue color we can make, he would be a millionaire in no time."

Hidden away amid the stalks of the violets were two little glow worms. While the violets were chatting they looked at each other. "It would be more profitable for this young man to come to school to us," said one. "What musty old professor in Europe can do what we can do?" "That is right," said the other glow worm. "If this young fellow knew our secret of the making of cold light he would become greater than Edison and the richest man on earth. It makes me laugh every time I see an electric light. Such a wasteful, bungling way of lighting things up."

Not far away a cluster of pink mayflowers peeped out from under a brown coverlet of last year's leaves. "What a silly fellow this human is," laughed one. "Who is there in Europe who could tell what we know?" "Who is there, indeed?" asked another. "Out of the most simple things we make the most delightful per-

fume. Let this young scamp get busy and find out how we do that before he complains about his hard luck in America."

About this time the old oak, under which the youth sat, began to speak. "These mortals are never satisfied," it said. "Here is a fellow who thinks his destiny lies in Europe when, as a matter of fact, any place on the globe is full of unsolved mysteries. It strikes me that, after all, it isn't so bad to have your roots anchored in one place. You certainly learn in that way to make the most of your opportunities. Now take me, for example. I haven't left this spot for a hundred years and yet I am very beautiful and very strong and very important and a most worth-while specimen of the oak family if I do say all this myself. More than that I am busy all day long doing useful things. If I ever go to Europe someone will have to drag me up by the roots. I'll never lift a limb to help him."

Of course all this was lost on the young man. When he left the spot he carelessly tramped all over the violets, killed the glow-worms and tore up the mayflowers by the roots.

Ants

AS I came along this morning I stepped over some ant hills that had been freshly made. Little black ants were running here and there in apparent confusion. I stopped a moment and watched them. I soon discovered that there was a purpose behind every movement that they made. Here are some of the things those ants were doing. One had an ant egg in his pincers which he was carefully carrying to some safe place. He belonged to the nursery department. Another was running home with a fly's wing; he belonged to the food supply department. Another was rolling a stone away from the entrance to the nest. He belonged to the maintenance of way department. Another was standing guard and acting as though he were regulating traffic; he belonged to the police department. Hundreds of others were coming up out of the hole, each with a grain of sand in his jaws, which he carried to the peak of the pile and threw down on the other side. These belonged to the building department. What a busy family those ants were! How earnestly they worked at their allotted tasks!

I wonder what kind of a world this would grow to be if the members of the human family worked as hard as the members of the ant family. What great things would be accomplished by all of us. Suppose we consider our school as an ant hill. What kind of a worker were you yesterday? Did you contribute something to the general good by adding to your own education, or did you loaf while others worked?

Just Published

PRIMARY MUSIC

As It Sounds As It Sings
As It Looks

Something New Under the Sun on the technique of preparing young children for and introducing them to the processes of learning to read music. By Arthur Edgar French, author of *English and Music in the Pedagogy of Reading.*

Write for further particulars.

Unless imposed by the teacher's system of Pedagogy *there are no "dry bones" in learning to read music.*

Every Art begins in imitation and progresses through intelligent practice to personal initiative. *The art of reading is no exception to the rule.*

The Arfredgar Press

REVERE 51, BOSTON, MASS.

I think the most unhappy person must be the shirker, who sits all day long with his hands hanging at his sides and watches other people work. He misses the keenest joy in the world; the satisfaction that flows into our soul when we can let our hands fall and say: "There, that is a big job well done. I'm tired but happy, for I have done something worth while."

The Marvels of Nature

THERE was once a man who had doubts about the existence of God. While it is true he had ears like his fellowmen, he could not hear the inner sweetness of the song of the meadow lark nor the music of the high wind in the tops of old fir trees. To him the song of the bird was just the song of the bird and nothing more. A friend of his was of quite a different nature. When he heard a bird sing he wondered why it sang and from what source it drew the melody that it poured forth. He heard the joyous thrill in the music that flooded forth from the little feathered throat, and he wondered from what deep spiritual source it came into the world.

For the first man the world was a place of sights and sounds, but for the second man a place of mystery in which wonderful things were done as on a stage and wonderful sounds given forth from regions beyond our mortal mind. You can imagine that for the first man there was only the humdrum things of every day; sleep and work and sleep again, but for the second man each day was the dawn of a new miracle, a new experience, a vacation among the wonders of the universe.

For the first man there was nothing interesting and nothing new. He was too close to the dry earth to see through the dust of it. For the second man everything was interesting and everything was new because with his spiritual eyes he was looking down into spiritual deeds. More wonderful, by far, are the strange adventures of every day than any that the heroes of old engaged in. Mere size cannot make the dragon mightier than the worm, while a dragon made of paper is a poor weak thing compared with a little gray lizard on the side of a stone. From the story of the two men, we should learn to see the marvels in the earth about our feet and to wonder at them and at the spiritual force that brings them forth.

The Sower of Seeds

I SAW a sower of seeds going over the crest of a hill. His heavy feet left tracks in the soft, new ground; his body was violet against the gold of the morning sky; his strong arm was swinging to and fro; and from his fingers was sifting the golden seed like a fine mist, about his feet. He was a young man and the vigor of youth gave a spring to his step and a fling to his arm that was beautiful to see and the golden seeds he scattered were a beautiful mist in the eyes of the rising sun. He was a man of purpose, for as he went his eyes were full of the bigness of dreams, and his head was high as he saw the glory of them and his stride was quickened and from his arm was flung farther and farther the golden seeds for the harvest of another day.

He was a happy young man, for he sang as he scattered, weaving the joy in his soul into his dreams like a golden thread, and as he sang his shoulders swayed to the music of his voice and his arm kept pace with the rhythm and his golden seeds seemed to dance as they misted down across the eye of the rising sun.

"Happy young man," thought the world as it looked in from the dust of the road. "May you scatter the golden seed of the Kingdom Beyond, where the harvest is sure and the granaries are sealed with a bright seal and safe from the blight of all earthly things.

"May the earth prove a fertile, newly plowed field for the seed you sow and may the harvest that follows the tracks of your forward-pointing shoes lead the reapers onward and upward as they garner into sheaves the golden product of your toil. And may there be ever a new furrow for your seed and may the boundaries of your land be only the years, set like milestones, in a great, warm-hearted plain."

So thought the world as it looked in from the dust of the road, but the young man strode cheerily by, the song of his youth on his lips and the swing of his youth in his shoulders and arms and the spring of his youth in his forward-striding legs and the seeds of his youth sifting this way and that out of his opening hand.

Living

BY FRED TAGGART TRAVIS

This life is nothing more or less
Than little acts of kindness;
A good word here, a service there
To lift from mankind some great care.

So let us daily thoughtfully
Pursue our way rejoicingly;
For I'll help you and you'll help me
And this a happy world will be.

Begin it now and carry on,
So when the year is past and gone,
In meditation you can smile,
For living's really been worth while.

—Junior Republic.

EDUCATION IN ACTION

Educational Opportunities Gift to Chinese Girls

If she could take back to China one gift to share with all Chinese girls, Miss Chang Chen To, better known at Columbia University and the National School of the Y. W. C. A. as Roberta Chang, said it would be American educational opportunities. "In China we have no public libraries or museums. Such a gift it would be for all my people if back in my pocket I could take them!" she exclaimed. Any movement that brings in education is sorely needed in China, particularly for women and girls. Although education is so highly regarded by the Chinese, millions still cannot read or write, she declared.

German Students Grow in Number

The enrollment in German colleges for the last winter semester was 82,602, or about 13,000 more than in the last semester before the outbreak of the World War. The number of women students was 6,983 as compared with 6,923 in the preceding semester. The number of foreign students has dropped from 8,597 to 7,804. There was a decrease in the number of students of theology, chemistry and economics and an increase of those studying dentistry, veterinary medicine and philology.

Princeton Leads Harvard And Yale in White House

Princeton graduates have occupied the White House as Presidents of the United States longer than the representatives of any other college, while Harvard furnished three Presidents or as many as Yale and Princeton together. James Madison and Woodrow Wilson, Princeton graduates, occupied the White House for two terms each, or a total of sixteen years. Harvard, with John Adams, John Quincy Adams and Theodore Roosevelt, comes second with five months less than Princeton. William Howard Taft was the only Yale graduate to be President.

Harvard Is Richest College in Country

Harvard is still the country's richest college. The treasurer's report for 1925-26 recently published shows assets exclusive of land and buildings of $86,540,286.83. The cost of running the various departments was put at $8,153,931.86, of which $1,681,000 was spent on the college proper and the graduate school of arts and sciences. Salary lists for instructors and men engaged in research in the college and graduate school was $1,146,000, a figure said not to be equaled by any other similar educational department in the world.

Advocates Simpler Entrance Examinations

College entrance requirements among similar institutions of the Mid-West are of patchwork quilt variety and should be revised in the interest of the puzzled freshman, a committee of the North Central Association of Colleges and Secondary Schools reported at its recent convention in Chicago. In fifteen engineering schools there are fifteen individual varieties of admission demands, and colleges of fine arts, business administration and agriculture are equally whimsical, statistics gathered by the committee revealed. Colleges were advised to take stock of their idiosyncrasies and restate their entrance requirements in simple form, insisting on special credits only when needed for the type of college work to be followed.

Teachers' Residence Optional for Boston

Teachers in Boston public schools may live where they choose, according to the city law department's interpretation of existing laws. The school department under the school committee is a law unto itself under state statute, it was explained. This opinion was given when the City Council committee on ordinances framed an amendment to the city ordinances stipulating that women employees of the city departments as well as men be legal voters in Boston. Although the amended Section 12 of the Revised Ordinances of 1925 declares that department heads "shall employ none but legal voters of Boston," it is admitted that the measure does not apply to the selection of public school teachers as the school committee, under state statutes, is independent of other city authorities.

Rotarians Plan World Scholarships

A plan for an international scholarship fund to be supported by the Rotarians of the world has just been announced by the Rotary Club of Jersey City. The plan as outlined by Mr. Casimir de Rham, originator of the idea, is to have every member of the organization throughout the world contribute a nominal sum to a general fund on February 23 of each year, which is the birthday of the Rotary International. With the large fund which would be rapidly accumulated in this way a number of scholarships would be awarded to students of exceptional merit in both hemispheres. American students will go abroad and foreign students will study in the

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United States. All expenses for travel, education and sustenance will be paid through the fund.

School Cost Per Capita

The Bureau of Education has found that the average city of 100,000 or more population spends $17.50 annually on its schools per capita of population and that this is 29.1 per cent. of the total city expenditures. Of the Massachusetts cities covered by this study, Springfield leads in highest per capita expenditures for schools; in fact, ranks second only to Yonkers, N. Y.; but only two, Worcester and Fall River, exceed the average percentage that school expenditures are of total expenditures. Springfield's per capita expenditure was placed at $27.27.

New College For Athens

The ceremony of breaking ground for the foundation of Athens College, the new American college to be located just outside the city, occurred recently. After the consecration prayer by the Archbishop of Athens, addresses were made by E. Charilaos, prominent banker of the city and chairman of the Greco-American Educational Institution, and by General Pangalos, President of the Republic. Three rocks were then blown up by President Pangalos, the American Minister, Robert P. Skinner, and E. A. Benaki, an Athenian cotton broker, who is a great benefactor of the college. The American Minister, the mayor and the Minister of Education spoke at the unveiling of a model of the college, which concluded the proceedings.

Measures Students' Vocabularies

In a test conducted by Professor T. P. Beyer of Hamline University it was discovered that the students had vocabularies of from 41,760 to 67,000 words. They were completely baffled at defining words such as crinoid, coadunate, baboo, anks and eupeptic. The vocabularies were estimated on the basis of two hundred words picked at random from a dictionary supposed to contain 96,000 words.

Chicago Plans Free College Course

Mayor William E. Dever of Chicago has revealed plans for a four-year college course as a part of Chicago's public schools. "The need for such a course where children can obtain a regular four years college training, free of tuition expense, is great," the mayor said, "and just as soon as the present seat shortage in the schools is disposed of and an increase in salaries can be given the teachers, the school board will establish such a college. There are thousands of high school graduates who have to forego a college training because their parents cannot stand the cost. This is partly offset by the two-year college course now offered, but a four-year course should and will be established.

Finds Shell-Shock Affects Students

According to Dr. Alfred Worcester, Harvard Professor of Hygiene, shell shock is not confined to war veterans, but is a somewhat common condition among young college students. Dr. Worcester's annual report to President Lowell declared that his main service to the university had not been attending to students needing medical care, but saving them from such need. He declared that the experience of discovering "shell-shocked" youths among those examined in his office, was by no means rare.

Over 200 Courses In Summer School

More than 200 courses will be offered in the summer session of Rutgers University, according to an announcement made by Dr. Charles H. Elliott, director. This number includes courses in the arts and science, an extended program for teachers in the elementary and high schools, and special programs for teachers of manual training, drawing, music, physical training and the training of subnormal children. An important innovation this year will be the opening of a summer French institute under the direction of Professor H. P. de Visme, now a member of the Rutgers faculty.

Unique Teachers' Guide Being Issued

A school document believed to be the first of its kind in the history of education in America will soon be issued to all teachers in the Boston, Mass., public schools. Entitled "The Educability of the Emotions; A Suggested Discussion Approached," it has been prepared by a council of Boston teachers appointed by Dr. Jeremiah E. Burke, superintendent, to consider the training of the pupils' emotional life. The document is in accord with the superintendent's policy that a well-rounded system of education reaches beyond the intellect and teaches the child to subordinate the instinctive and emotional elements of his personality to rational, volitional control. It aims to call forth among the Boston teachers exchange of opinions and of experiences as to how they recognize and redirect the various emotional urges of individual pupils.

A Unique School News Service

News bulletins giving information concerning school activities are flashed by projection machines during lunch hour in the auditorium of one of the junior high schools of Trenton, N. J. This school news service is given three times a week.—School Life.

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ANITA

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CLEMATIS	.60	WHO KNOWS	.50
ARLO	.55	PATHWAYS	.80

BY BERTHA B. AND ERNEST COBB

THE ARLO PUBLISHING COMPANY
NEWTON UPPER FALLS, MASS.

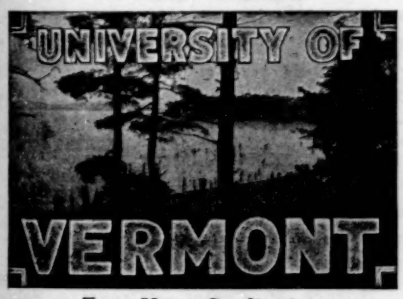
One School Quits The Hickory Stick

A civil uprising that seriously disturbed the quiet demeanor of the little town of Knobel, Ark., resulted in the town's obtaining an entirely new staff of school teachers who do not keep hickory sticks in their desk drawers. The whipping of a boy recently who was thought to have played hookey, and of three girls who sympathized with him, brought a climax to the dissatisfaction which had been growing among parents. As a result, the superintendent and his staff of three teachers were dropped.

All Amherst On Probation

Two freshmen at Amherst College, figuratively, are hostages to guarantee the good behavior of the entire student body for the next two years, as a result of a recent decision in the district court of Northampton, when the pair were arraigned for disturbance of the peace. Fines of $25 were imposed on the two students, but sentence was suspended for two years "on condition that these offenses will not be repeated by these defendants, and, further, that such offenses will not be repeated or committed by any Amherst College class during such time."

SUMMER SESSION



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July 5 - - August 12

TREND OF THE TIMES

PRINCETON PROFESSORS, with President John G. Hibben heading the group of 116 who represent every department in the university, in a signed statement made public have endorsed the recent action of forty-two members of the Columbia University political science faculty in urging reconsideration of the allied debt settlements.

"DELICATESSEN WIFE," long famous in the United States, has edged her way into Great Britain. Increasing sales of canned goods, with housewives as principal customers, are reported from all parts of the country, and in London and other cities canned food may be purchased even in the hardware stores.

PROHIBITING PUBLICITY of divorce case details in English newspapers by law is believed responsible for an increase in divorce cases. The Law Times declares that 282 cases have been entered in London during the past two months. "We have little doubt that now, owing to the absence of publicity, the divorce court will be resorted to much more freely," it said.

IMMIGRATION QUOTAS would be reduced ten per cent. each year from July 1, 1928, until June 30, 1933, after which the annual quota of any nationality would be one per cent. of the number of foreign-born individuals of such nationality resident in the United States according to the 1890 census, if the plan of Congressman Albert Johnson, chairman of the House Immigration Committee, were to become law.

FIRST TIME in the seventy-five years of its history the American Society of Civil Engineers has elected a woman to full membership. She is Miss Elsie Eaves of New York City, a graduate of the University of Colorado and an experienced practitioner of her profession.

LABOR BANKING in the United States is seven years old. Today there are thirty-six labor banks in operation throughout the country and more are being organized. The total combined resources of the labor banks is estimated to be nearly $127,000,000. Outstanding among the unions in the banking field are the Brotherhood of Locomotive Engineers and other transportation brotherhoods, and the clothing workers.

SAN FRANCISCO has a larger number of telephones per capita than any other city in the world having a population between 200,000 and 1,000,000. There are 29.9 telephones to every 100 population in that city. Omaha ranks second, Washington third and Chicago fourth. New York occupies 10th place, Berlin 17th, Paris 22d and London 24th.

AMENDMENTS proposed since the adoption of the federal constitution have numbered at least 18,000. During this period of the Constitution's history nineteen amendments have been approved and are a part of the basic law of the land. In the last thirty-eight years 150 revisions have been offered.

"NEVER BEEN done before" phrase with the insidious assumption that therefore "it cannot be done" holds for woman none of the restraint that it frequently exerts over the masculine element of the community, and she is unafraid, is the opinion of Miss Anne Morgan, sister of J. Pierpont Morgan, who attributes success of women in business to their indifference to established precedent.

WAR HISTORY intended as a constructive attempt to analyze the war process as such, and to determine its exact effect upon the social and economic life of nations, is being undertaken by the Carnegie Endowment for International Peace. Statesmen, economists, publicists and scholars in nearly every country are assembling the necessary material. It is estimated that, when completed, the history will fill 175 volumes.

AMERICAN COMMUNIST movement, which had 35,000 members in 1919, has declined steadily until it has only 5,000 to 7,000 members today, says James O'Neal in his book, "American Communism." He says that reports heard so frequently a few years ago of millions of communists in the United States were absurd.

CENSUS EXPERTS of the government estimate that the population of continental United States on July 1, 1927, will be 118,628,000. That is an increase of 1,492,000 over the estimate for July 1, 1926, and an increase of 12,917,380 over the figure for January 1, 1920, when the last actual census was taken.

The BOOK TABLE

THE SINGING WORLD. (Junior Edition.) A Collection of Modern Poetry for Young People. Collected and Edited by Louis Untermeyer. Illustrations by Decie Merwin. Cloth. 375 pages. New York: Harcourt, Brace and Company.

We have seen no other collection of two hundred and fifty modern poems that we think will interest so many young people as will those in "The Singing World" (Junior Edition), which Louis Untermeyer has selected and edited. They are grouped as Songs of Awakening, Breath of the Earth and Sea, Open Roads, Common Things, Places, Children and Other People, Birds and Beasts, Fairies and Phantoms, Words and Music, Whims and Fantasies, Tales and Ballads, Laughing Legends, Fables in Foolscap, Rhyme Without Reason, Croons and Lullabies, Stars to Hitch to, and The Heroic Heart.

The "Introduction" and "A Few After Words" by the author are highly interesting and important, and the "Notes" by Mr. Untermeyer are fascinating. The following is a sample of the Notes:—

"'O Captain! My Captain!' has been called 'one of the tenderest lyric elegies ever written.' (An elegy is a song of mourning, a poem written on the death of some friend or beloved person.) These lines show how much our greatest President meant to our greatest poet. Whitman speaks of Lincoln throughout the poem as the captain of some vessel, but it does not need much imagination to know that the ship referred to is the 'Ship of State.' As the poem was written just after the assassination, we know at once that when the poet says 'our fearful trip is won,' he is speaking of the end of the long and bitterly fought Civil War. . . . Walt Whitman, whom the entire world considers America's 'most characteristic and prophetic genius,' wrote principally in a loosely rolling measure—something between 'regular' poetry and a rich, musical prose—this poem being one of the very few he ever wrote in rhyme."

A STRAIGHT WAY TOWARD TOMORROW. By Mary Schauffler Platt. Cloth. Illustrated. 225 pages. The Central Committee of the United Study of Foreign Missions, Cambridge, Mass.

It is not often that a story of Foreign Missions is really fascinating educationally as well as religiously, but Mrs. Platt and her publishers have made the story of Foreign Missions since 1914 attractive by beautiful illustrations and by skilful literary art intensely interesting. It is a series of true-to-life accounts of the condition of children in lands wrecked by the World War and its after effects.

STORIES OF OUR EARTH. Stories and Sketches by Nellie B. Allen and Edward K. Robinson. Illustrations by William A. D. Wiggins. Boston: Ginn and Company.

School book making reveals more strains of pedagogical genius than ever before, and learning geography suggests more by-paths than any other subject. The trend of the times is to push grade work down the line to meet the early interests of little people, and publishers discover mechanical devices to promote pedagogical interest. "Stories of Our Earth" combines genius and traditional pedagogy attractively. The charm of the series, of which this is the third book, is the tactful way in which the authors make it easy for little children to acquire clear ideas of physical geographical forms and appreciation of their influence on real life with which they are familiar. The lessons in this series of handy books help children to learn by doing things in which they are interested and from the doing of which they get clear ideas which are a skilful approach to real geography.

ADULT EDUCATION. By Joseph K. Hart. Crowell's Social Science Series. 356 pages. New York: Thomas Y. Crowell Company.

Dr. Joseph K. Hart takes "adult education" seriously, but in this he is not alone, for "adult education" seems to be in the front rank in every convention, but Dr. Hart treats it more carefully and more intelligently than others do, so that his serious attitude is justified. He presents the reason for his message thus forcefully.—

"'Adult Education' is an interpretation of the present problems of education and civilization. Under the leadership of present unimaginative adult and finished 'minds,' the world rushes on to new catastrophes. At present, human nature changes little, and history repeats itself—because the parents bring up the children to be copies of themselves; or they hire teachers to do the job more effectively for them. The adult—of our times—must be rescued, as much as may be, from these submergences in the folkways of the past; he must be given the chance to find science, tolerance, humanity, intelligence."

A GUIDE BOOK IN ENGLISH. By Helen E. Sandison, Vassar College, and M. L. Lowery, New Brunswick, New Jersey, superintendent, county schools. Cloth. 350 pages. New York: The Macmillan Company.

This book deals with a universal school subject in an exceptionally attractive and effective way. The best tribute to this book is the statement that every paragraph, every sentence is as well written as the authors would like to have other people write good English.

Here are a few characteristic suggestions: "Never use a story or a phrase because some one else has used it effectively. No one wants borrowed thoughts in borrowed phrases. . . . Whenever a slang phrase actually means something to you, you have a right to use it. . . . Any rubber-stamp language should be avoided. . . . Good English is really saying something to somebody. . . . Never drag in or tag on something that doesn't belong there. . . . Carry no useless luggage. . . . Beware of end-tags. . . . Be yourself, but remember the other person. . . . You would not buy a shopworn kodak, why try to sell a trite, shopworn word or phrase. . . . Never use a stock phrase unless it has a rebirth for the occasion. . . . It is as foolish to overdress your ideas as to overdress yourself."

There are three hundred and forty-two pages of common-sense suggestions for writing and talking to common people.

Books Received

"Elementary School Methods." By Horace M. Cutler.—"Creative School Control." By Philip W. L. Cox. Philadelphia: J. B. Lippincott Company.

"French Grammar." By André Béziat with the collaboration of William Morton Dey.—"La Vida de Lazarillo de Tormes." By Chonou Berkowitz and Samuel A. Wofsy. Richmond, Va.: Johnson Publishing Company.

"A Laboratory Manual for General Botany." Part I, Part II. By David Potter. — "Designing With Wild Flowers." By Nettie S. Smith. Milwaukee: Bruce Publishing Company.

"A Second Book of Lyrical Poetry." By H. A. Treble and G. H. Vallins.—"English Life in the Middle Ages." By L. F. Salzman.—"The Poets' Commonwealth." Edited by Walter Murdock. New York: Oxford University Press, American Branch.

"Teaching English in the Junior High School." By Edward Harlin Webster and Dora V. Smith.—"Individual Progress Reading." By Ambrose L. Suhrie and Myrtle Garrison Gee. Books One, Two, Three and Four. Yonkers-on-Hudson, New York: World Book Company.

"Farm Projects and Problems." By Cary Cadmus Davis.—"The Tired Child." By Max Leham and Grete Leham. Philadelphia: J. B. Lippincott Company.

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GRINS BETWEEN GRINDS

Safety First

The train came to an abrupt stop at a small town in Mississippi, and the kinky head of a gentleman of color protruded from the window. Seated with him was a brown-skinned maiden. "Does a cullud person by the name of Jim Brown live heah?" he asked the station master.

"I've never heard of Jim Brown, and I've lived here for ten years."

"Is yo' right sho' dey ain't no Jim Brown evah been aroun' heah?"

"Absolutely sure."

"Den," announced the arrival, reaching for his suitcase, "dis is whah his new son-in-law gits off."—Outlook.

School Life

"Do you believe there is a devil?" seven-year-old Johnny asked his companion at Sunday School.

"Of course, I do."

"Huh! It's the same as the story about Santy Claus," said Johnny. "It's your father."

Correct

"Who fiddled while Rome burned?" asked the schoolmaster.

There was a painful silence; then came a voice:

"Hector, sir!"

"No, not Hector. Try again."

"Towser, sir."

"Towser! What do you mean?"

"Well, if it wasn't Hector or Towser," said the voice, aggrievedly, "it must have been Nero. I know it was somebody with a dog's name."

Rabbit

A Mexican and an American who worked on the night shift of a Kansas salt plant ate their midnight lunch together. On several occasions the Mexican had rabbit meat in his pail, and he shared his supply with his comrade.

"Where do you get rabbits, Jose?" the American asked one night. "I can't find any."

"My wife, she get 'um," Jose replied. "She say ever' night they come 'round house and make noise. She shoot 'um."

"Noise? Rabbits don't make noise."

"Sure," Jose asserted positively. "Go 'meow, meow.'"—From Whiz Bang.

A Cat-alogue

A grammar school boy handed in the following composition on "Cats":

"Cats that's meant for little boys to maul and tease is called Maultease cats. Some cats is rekernized by how quiet their purs is and these is named Pursian cats. The cats what has very bad tempers is called Angorie cats. And cats with deep feelins is called Feline cats. I don't like cats."

Self-Deception

Two darkies were reading the inscriptions on tombstones in a cemetery. One of them let out a loud "Haw! haw!" and when the other came to the tombstone he pointed to the inscription, which read: "Not dead, but sleeping."

"Haw! haw!" laughed the darkies: "he ain't fooling nobody but hisself."—Atlanta Constitution.

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JOURNAL MAIL BAG

Confusing

Editor, Journal of Education:—

When Lincoln was a youth, back in 1827 or so, it became impossible to allow him to take part in a spelling bee. He had achieved such perfection in spelling that no other pupil in the backwoods schools he attended, as he said, "by littles" could compete with him.

What would Lincoln do now if he were a youth struggling to spell correctly?

Here upon my desk lie three high school dictionaries. Would an aspiring Lincoln follow the shade of Webster as it walks amid Elysian Groves of Academe? Would he pin his faith to the wisdom that flows from the bower where Dr. Vizetelly guards the spring of English pure and undefiled? Or would he fare forth and take his place under the banner of the almost ferociously correct Professor Canby?

Suppose our Lincoln would speak of his destiny. Should he *fulfil* it with Winston, or, also, with Standard, or *fulfill* it with Webster?

Suppose he planned a nice bit of phraseology. Should he be *skillful* with Webster (and the Saturday Evening Post!), or *skilful* with Winston, or back again to *skillful* with the Standard?

Suppose he would lift up his voice in song. Does his range denote a *baritone* with the Standard and Winston, or a *barytone* with Webster, and, in your ear, Sinclair Lewis?

It is all very confusing, and perhaps one would be better off without trying to spell at all; who knows that spelling isn't as injurious to the brain as trying with Father William to stand on one's head too early in life?

E. H. Norridge.

Boston.

Hospital School for Crippled Children

Editor, Journal of Education:—

The first school for crippled children in this country was started at Canton, Massachusetts, in 1907. It now has about 300 inmates and costs the state about $2.50 per week maintenance for each pupil. This low cost is due to the fact that the law provides that the parents or others responsible shall pay the board of the child whenever they are able to do so.

The children are divided into temporary cripples and permanent cripples. Those with tuberculosis of the bone or milder cases of infantile paralysis are often so far recovered that they suffer no permanent handicap, but those who have lost arms or legs or who have had serious cases of infantile paralysis are given special training in trades so that they may be self-supporting.

Probably the greatest benefit that comes from the school is in overcoming the sense of inferiority and helplessness which comes to such a child when he is brought in contact with normal children in the public schools. He suffers at home usually from being petted and constantly waited on and with other children from being ignored or mistreated.

The Alumni Association, which consists of those who have graduated from the school, now has more than 200 members, most of whom are established in some occupation and doing well. It is a great encouragement to crippled children in school to have these older ones come back at commencement time as a demonstration that a cripple need not be a dependent.

Such a hospital school is needed in every state even more than an institution for the blind or the deaf. These institutions merely teach the academic work while the hospital school teaches the child and at the same time overcomes or greatly improves his disability. Too little is being done for crippled children in the country and smaller towns.

Henry S. Curtis.

Olivet, Michigan.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

Of Journal of Education, published weekly at Boston, Mass., for April 1, 1927.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid, personally appeared A. W. Belding, who, having been duly sworn according to law, deposes and says that he is Associate Editor of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, associate editor, and business manager are:—

Publisher—New England Publishing Company, 6 Beacon street, Boston.

Editor—A. E. Winship, 46 Shepard street, Cambridge, Mass.

Associate Editor—A. W. Belding, 277 School street, Watertown, Mass.

Business Manager—Isobel R. Lay, 60 Dartmouth street, Somerville, Mass.

2. That the owners are:—

New England Publishing Company, 6 Beacon street, Boston; A. E. Winship, 46 Shepard street, Cambridge, Mass.; Loella R. Winship, 46 Shepard street, Cambridge, Mass.; Laurence L. Winship, South Sudbury, Mass.; A. W. Belding, 277 School street, Watertown, Mass.; Isobel R. Lay, 60 Dartmouth street, Somerville, Mass.; Mrs. Alonzo Meserve, 87 Linden street, Allston, Mass.

A. W. BELDING,
Associate Editor.

Sworn to and subscribed before me this 5th day of March, 1927.

ISOBEL R. LAY,
Notary Public.

(My commission expires October 13, 1933.)

Meetings To Be Held

MARCH

31-April 2: Schoolmen's Week Sessions, University of Fennsylvania, Philadelphia.

APRIL.

7-8-9: Seventh Annual Educational Conference, sponsored by Ohio State University, Columbus, Ohio. E. J. Ashbaugh, Columbus.

12-13-14: Annual meeting Massachusetts School Superintendents, Bridgewater.

14-15-16: Twenty-ninth annual meeting of the Eastern Commercial Teachers Association, Hotel Statler, Boston. For exhibit space address Mr. Irvin L. Lindabury at Burdett Business College, Boston.

26-27-28: Junior and Senior High Schools and Deans of Girls, Framingham.

MAY

3-4-5: Junior and senior high school principals of Massachusetts at Framingham Normal School. Note change of date and place. For reservations write Dr. James Chalmers, Principal Framingham Normal School. G. A. Tuttle, secretary.

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